**Pupil Friendly Criterion Scale**

**West Dunbartonshire Council Raising Standards in Writing**

**CfE First Level 1-3**

**Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My writing target:**

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**My piece of writing should tell my teacher at least 3 things.**

1. I can use good words.
2. I can write a story.
3. My letters are written the right way round.
4. I can write my full name.
5. I can choose the right words.
6. My writing makes sense.
7. I can use a connective.
8. I can write a sentence. I can put in a **capital letter** and **full stop.**
9. I use phonics to help me spell.
10. I can spell a few common words.
11. I can write different kinds of stories.
12. I can put extra bits into my story.
13. I can use finger spaces.

**CfE First Level 4-6**

**Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My writing target:**

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**My piece of writing should be at least about 100 words.**

1. I can use interesting words. I must use at least 2 examples.
2. I can use connectives other than ‘and’ to join 2 or more simple sentences

**(e.g. but, so, then, because…)**

1. I can open my sentences in different ways **(e.g. Soon, At last, After, Then,**

**Next, So…)**

1. I can use **full stops** and **capital letters**. I will try to use **question marks** and

**commas**.

1. I can spell most common words correctly.
2. I will use phonics to help me spell words.
3. My writing has a **beginning, middle** and **end**.
4. I can give enough information or description to interest the reader.
5. I can attempt to make writing lively and interesting.
6. I can use the correct layout for my writing. **(e.g. letter, instructions)**
7. I can use the words; **last time, also, after, then, soon, at last, and another**

**thing,** in my writing.

1. I can use words to show feelings in my personal writing. I can use suitable

language in functional writing.

1. I can use adjectives and descriptive phrases.
2. My handwriting is neat and tidy.

**CfE Second Level 1-3**

**Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My writing target:**

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**My piece of writing should be at least about 200 – 250 words.**

1. I can use interesting words. I must use at least 3 examples.
2. I can use different connectives to link sentences (e.g. when, because, if, after, while,

also, as well, although, before, besides, until …).

1. I can always vary sentence openings to make my stories interesting e.g. I must use

better words than I, He, She.

1. I can use **full stops**, **commas, and question marks**. I am trying to use exclamation

marks, inverted commas, ellipsis, dashes, brackets and apostrophes.

1. I can spell most of my common words correctly.
2. I can spell most familiar words accurately.
3. My stories are sequenced correctly.
4. I can write in different functional, personal and imaginative Ways. (e.g. letters –formal

and informal, reports, diaries, dialogue).

1. I can choose adjectives and descriptive phrases for detail and emphasis.

(The **wicked** wolf. The **malicious** wolf.)

1. I can make writing lively and interesting. I can change the length of my sentences.
2. I can give information about character or setting or making a series of points.
3. I can link ideas and events in a clear sequence so to that my writing makes sense

**(e.g. last time, also, after, then, soon, at last, another thing, as well as, to add to**

**this, later, firstly, lastly, often …)**

1. I can use some words to express feelings and emotions in personal writing. I can use

appropriate language in functional writing.

1. My nouns and verbs agree.
2. I can try to use paragraphs to show beginning, middle and end.
3. My handwriting is accurate and neat. I am beginning to join my Letters.

**CfE Second Level 4-6**

**Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My writing target:**

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**My piece of writing should be at least about 250 – 350 words.**

1. I can use interesting words or phrases to continue and develop ideas. I must use at least 4 examples.
2. I can attempt to use a range of connectives (e.g. although, however, nevertheless, since, in

order to, contrary to, …).

1. I can attempt to use a range of openers (e.g. words ending in **“ing”, “ed”, “ly” and**

**connectives as openers**. (E.g. “Thoughtfully, I watched the stars…”, “Smiling, she embraced

me…”)

1. I can use **full stops, commas and question marks** accurately and I experiment with other

punctuation for effect, (e.g. exclamation marks, inverted commas, ellipsis, dashes, brackets

and apostrophes).

1. I can spell all common words correctly.
2. I can spell all familiar words accurately.
3. I can link and relate events/points in my writing so that my writing makes sense. ( (e.g.

afterwards, before, also, after a while, eventually, moreover, furthermore, in addition to this…)

1. I can consistently use the appropriate form to suit the purpose of the task. (e.g. formal and

informal letter, report, diary, dialogue, narrative)

1. I can deliberately choose adjectives and/or adverbs for detail and description (E.g. The bad

child. The despicable child.)

1. I can write in a lively and clear way and I can make my sentences different lengths.
2. I can try to use more than one paragraph.
3. I can use language to express feelings or emotions (may be implicit).
4. I can attempt to give opinion, interest or humour through detail.
5. I can use correct grammatical structures.
6. I can organise ideas appropriately for both purpose and reader, e.g. captions, headings,

bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events,

contextual and background information …).

1. I can use general words for style (e.g. sometimes, never, always, often, even, in addition…).
2. My handwriting is accurate, consistent and linked.

**CfE Third Level**

**Pupil’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**My writing target:**

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**My piece of writing should be at least about 350 – 500 words.**

1. I can use ambitious and adventurous language and include adjectives and adverbs for description. I must use at **least** 5 examples.
2. I can use a range of connectives confidently and accurately, (e.g. furthermore, moreover,

similarly, yet despite, whereas…).

1. I can use openers using words ending in **“ing”, “ed”, “ly”**. I can also use connectives as

openers. (E.g. “Panicking, she corrected the writing…”, “Stunned, he accepted his prize…”)

1. I can **use a wide range of punctuation accurately and to create effect** (e.g. full stops,

commas, question marks, exclamation marks, inverted commas, ellipsis, dashes, brackets,

colons, semi -colons and apostrophes).

1. **Almost all** of my spelling is correct.
2. I can confidently link events/points in my writing (e.g. subsequently, before, also, after a while,

eventually, moreover, furthermore, in addition to this, on the contrary…).

1. I can write for different purposes.
2. I can write in a lively and coherent way with confidence using different sentence lengths.
3. I can organise ideas appropriately for both purpose and reader **as appropriate to task** (e.g.

captions, headings, fonts, chapters, letter formats, paragraphs, logically sequenced events,

contextual and background information).

1. I can develop ideas in creative and interesting ways (including the development of

characters, description of setting and exploration of feelings or emotions) **OR** I can produce

thoughtful and considered writing as appropriate to task (e.g. providing explanation,

opinion, justification and / or deduction, effective introductions and conclusions…)

1. I can use simple grammatical structures confidently and can attempt to use grammatically

complex structures (e.g. expansion before and after the noun – *‘The little, old man who lived*

*on the hill…’ / subordinating clauses – ‘I felt better when…’ / ‘…who taught me the guitar’*).

1. I can use nouns, pronouns and tenses accurately and consistently throughout.
2. I can use paragraphs confidently and accurately.
3. My handwriting is accurate, consistent and linked.